DOCUMENT RESUME

ED 477 338 CS 512 014

AUTHOR	Miller, Pamela C., Comp.
TITLE	Speaking Across the Curriculum: An Annotated Bibliography of Resources by Topics.
PUB DATE	2003-05-00
NOTE	26p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Faculty Development; Higher Education; Learning Processes; *Listening; Program Descriptions; *Public Relations; Student Evaluation
IDENTIFIERS	*Oral Communication Across the Curriculum; *Speaking Across the Curriculum; Speaking and Listening across Disciplines

ABSTRACT

This annotated bibliography on "Speaking across the Curriculum" cites resources by topics. The bibliography is divided into the following topics: (1) Centrality of Speaking/Listening to Learning (9 citations, 1967 to 2002); (2) Public Relations (4 citations, 1995 to 1999); (3) Speaking/Communication across the Curriculum Programs (39 programs cited, 1982 to 2002); (4) Speaking/Communication Centers (20 citations, 1994 to 2002); (5) Faculty Development (11 citations, 1987 to 1999); (6) SAC: Specific Applications across the Disciplines (19 citations, 1967 to 2002); and (7) Assessment Issues (12 citations, 1985 to 1999). (NKA)

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SPEAKING ACROSS THE CURRICULUM

An Annotated Bibliography of Resources by Topics

I. Centrality of Speaking/Listening to Learning

II. Public Relations

III. Speaking/Communication Across the Curriculum Programs

IV. Speaking/ Communication Centers

V. Faculty Development

VI.SAC: Specific Applications Across the Disciplines

VII. Assessment Issues

Compiled by Pamela C. Miller
Eckerd College
Updated May 2003

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I.CENTRALITY OF SPEAKING/LISTENING TO LEARNING

Boyer, E.L. (1987). ***College: The Undergraduate Experience in America.*** **N.Y.: Harper and Row,**

" The foundation for a successful undergraduate experience is proficiency in the written and spoken word. Students need language to grasp and express effectively feelings and ideas."

Bruner, Jerome. (1975) "Language as an Instrument of Thought," ***Problems of Language and Learning,*** **Ed. Alan Davies, London: Heineman, 1975, 61-88.**

Bruner argues that "language is an instrument of thought" providing not only the tools by which to represent experience, but the system by which one thinks about that experience. " The linguistic system and not the external reality is what determines the mental operations and their order." How a learner uses language thus influences the development of "analytic competence" (the ability to use language to think) "for the way in which one uses the linguistic system determines one's thought processes. The individual must therefore be involved in the language activities, as an encoder, not simply as a listener."

Fisher, Walter R. (1999) "Narration as a Human Communication Paradigm: The Case of Public Moral Argument," ***Contemporary Rhetorical Theory: A Reader,*** **Ed. John Louis Lucaites, Celeste Michelle Condit, and Sally Caudill. New York: The Guilford Press, 1999, 265-287.**

Fisher characterizes and contrasts the rational world paradigm with the narrative paradigm as each deals with the controversy of nuclear warfare, a public moral argument. Then he notes particular problems with the rational world paradigm in dealing with this argument and how the narrative paradigm provides a way of possibly resolving the problems. This essay offers a conceptual framework which merges concerns for rational argument with other more symbolic, less discursive aspects of human action which merge within a narrative framework.

Morreale, S., Osburn, M. & Pearson, J. (2002) Why Communication is Important A Rationale for the Centrality of the Study of Communication. ***Journal for The Association of Communication Administration.*** **29, 1-25..**

The authors have compiled a 25 page annotated bibliography of sources which discuss the importance and value of the study of communication. The resources are annotated well and very comprehensive.

Ong, Walter J. (1967) ***The Presence of the Word: a Prolegomena for Culture and Religious History.*** **New Haven, CT.: Yale University Press.**

Ong discusses concepts of orality / aurality as distinct from silent reading and how the senses used to get the message become part of the epistemology.

Scheub, Harold. (1977) "Body and Image in Oral Narrative Performance," ***New Literary History 8*** **(Spring): 345-367.**

How storytellers would traditionally use delivery to embody stories before audiences. What aspects of physical expressiveness are most important for the storytelling experience?

Stahl, Sandra. (1979) Style in Oral and Written Narratives. *Southern Folklore Quarterly,* 43, 39-62.

Stahl contends that many of the differences in style can be traced directly to the "oralness" or "writtenness" of the stories. With this thesis in mind, she "outlines seven stylistic features that parallel each other as rhetorical devices in the two contrasted media and suggest parenthetically the particular aspect or aspects of narrative production involved in each case."

Vygotskii, Lev. S. (1986) *Thought and Language*, Trans. A. Kozulin: Cambridge, MA: M.I.T. Press.

"Additionally Vygotsky (1986) argued for the need to be orally competent, not simply because such competency was necessary for success in life, but, more fundamentally because improved oral competency contributed to the development of intellectual and reasoning abilities. From this perspective, developing students' oral competency goes beyond merely improving public speaking performance and oral skills. Rather a course in public speaking, grounded in speech and thought development, and a comprehensive model of oral competency can improve a student's ability to think in an organized and logical manner." (Morreale, 250)

Whorf, Benjamin Lee. (1956) *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf.* Ed. John B. Carroll. Cambridge, MA.: the M.I.T. Press.

He makes two "cardinal hypotheses":

1. that all higher levels of thinking are dependent on language.
2. that the structure of language one habitually uses influences the manner in which one understands his environment. The picture of the universe shifts from tongue to tongue.

II. PUBLIC RELATIONS

Clayton, Mark. (1999) "Back on campus (with a pack of choices)", *The Christian Science Monitor.* Sept. 7, 1999.

College freshmen can now choose to develop their speaking skills in courses from across the curriculum in more than 100 schools. This is double the number that offered this option more than a decade ago. So freshmen can now develop their Communication skills in poetry, philosophy, accounting, and even biology classes. New programs in Speaking Across the Curriculum have been developed at The College of William and Mary, Butler University, University of Richmond, University Of Utah, Smith College, and Stanford University.

Schactman, Tom. (1995), *The Inarticulate Society: Eloquence and Culture in America.* New York: The Free Press, 248-249.

A brief overview of the higher education SAC programs nationally noting how they have positively impacted the national problem with inarticulateness.

Schneider, A. (1999). Taking aim at student incoherence: spread of speech programs across the curriculum irks some communication professors. *The Chronicle of Higher Education,* March 26, A16-A18.

More and more emphasis is being given to students achieving competent commun--ication skills of speaking and listening by graduation. There is a disagreement as to how this goal can best be reached. An increasingly large number of communication professionals feel that teaching speaking across the curriculum in a variety of course contexts is preferable to just teaching the skills in courses in the communication department. The NCA endorses SAC as an adjunct to required courses in commun--ication, and when it is developed in conjunction with communication depts.

Zernike, Kate. (1999) Talk is, like, you know, cheapened, *The Boston Globe,* Sunday, City Edition, Jan. 31.

Much as they began to focus more on writing a few years ago, colleges are now demanding that students learn how to speak well. For years, they disdained it as too vocational – students at elite colleges were supposed to have mastered coming in. …Bad speaking, professors say, reflects and projects bad thinking. Learning to speak effectively, then, is learning to think effectively. 'We think we haven't educated them well if they can't write well," Bartlett says, 'Why shouldn't we have the same concerns about speaking well?" Colleges worry that if students can't speak effectively, they can't be effective participants in a democracy.

III. SPEAKING/ COMMUNICATION ACROSS THE CURRICULUM PROGRAMS

Cole, Terry W. (1991) Meeting the SACS Speech Guideline at Appalachian State University. ***The Carolinas Speech Communication Annual,*** **Vol. 7, 50-57.**

"My task herein has been to explicate and evaluate Appalachian State University's proposal for meeting the SACS oral communication guidelines. As a communication educator, I have approached this task with an obvious bias. I celebrate my institution's affirmation of the value of oral communication . Yet I believe that the best communication proceeds from a complete curriculum taught by a competent oral communication instructor. I fully grant the pedagogical efficacy and institutional wisdom of an oral communication across the curriculum concept, and believe that ASU's proposal is on the right track."

Cronin, Michael W., Grice, George L., (2000) Oral Communication Across the Curriculum: Designing, Implementing, and Assessing a University-Wide Program, ***A National Communication Association Short Course,*** **Offered Nov. 10, 2000, New York.**

This booklet of resources developed for the very popular short course on developing an OCXC program includes excellent annotated bibliographical resources to document the need for an CXC program, a comparison of two training models for non-communication faculty teaching the oral communication intensive courses. Recommendations and observations regarding OCXC; as part of the General Education curriculum, oral communication activities that can be adapted well to other disciplines, an example of speaking intensive course.

Cronin, Michael W. and Grice George L. (1991) Oral Communication Across the Curriculum: Implementation and Accreditation Issues. ***The Carolinas Speech Communication Annual,*** **Vol. VII. 34-45.**

In 1988 Radford established a university-wide program using oral communication activities to (a) enhance learning of course content and (b) improve oral communication skills of participating students. In this paper, the authors describe the primary considerations involved in implementing Radford's program of OCXC program on institutional efforts to meet the SACS accreditation mandate of ensuring competence in oral communication.

Cronin, Michael W., Glenn, Philip. (1991) Oral Communication Across the Curriculum in Higher Education: The State of the Art. ***Communication Education,*** **Vol. 40, October, 356-367.**

"The OCXC programs carry implications for the speech communication discipline:

1. the speech communication discipline can and should play a major role in fostering mastery of course content …
2. in promoting expanded oral communication education for students…successful CXC programs may create additional demand for speech communication Courses…..
3. although OCXC programs offer new opportunities for speech faculty…may not meet the individual interests or be rewarded sufficiently in the tenure and promotion structure of some colleges and universities.

4. although OCXC programs help other students and faculty improve their communication to appreciate our abilities to improve speaking and listening skills, the other range of teaching and research interests pursued in our field will also need to be acknowledged."

Cronin, Michael W., Grice, George L. and Palmerton, Patricia R. (2000) Oral Communication Across the Curriculum: The State of the Art After Twenty-five Years of Experience. *Journal of the Association for Communication Administration.* 29, 66-87.

The major purpose of this article is to guide administrators and faculty in developing OCXC programs. It examines the rationale for and the most common arguments against OCXC; presenting recommendations for designing, implementing, and assessing such programs, reviews published assessment of learning outcomes relevant to OCXC; and offers suggestions for the continued development of OCXC and evaluations, student dress, final presentations, and course materials from a senior design series and describes emerging features of speaking competence in engineering.

Cronin, Michael. (1996) Lessons We've Learned: What does it Take to Maintain and Implement Oral Communication Across the Curriculum Proposals, *Speech Communication Association Conference,* San Diego, CA.

Cronin, Michael and Grice, George L. (1991) Oral Communication Across the Curriculum: Implementation and Accreditation Issues". Published in ***The Carolinas Speech Communication Annual, Vol. VII.*** 34-45.

"In 1988 Radford established a university-wide program using oral communication activities to (a) enhance learning of course content and (b) improve oral communication skills of participating students. In this paper, we will first, describe the primary considerations involved in implementing Radford's program of OCXC, and second, discuss the implications of Radford's OCXC program on institutional efforts to meet the SACS accreditation mandate of ensuring competence in oral communication.

Dannels, Deanna. (2001) Time to Speak Up: A Theoretical Framework of Situated Pedagogy & Practice for Communication Across the Curriculum. *Communication Education,* Vol. 50, No. 2, 144-158.

The purpose of this article is to address the renewed calls and questions about communication across the curriculum from theoretically driven perspective. Dannels argues that although "mallspeak" seems to be the tail wagging the cross-curricular dog, CXC is indeed a theoretically complex activity. In this article she responds to this with a theoretical discussion of cross-curricular work that is grounded in communication, composition, rhetoric, and educational theories. She suggests a new pedagogy for cross-curricular work – a situated pedagogy- that rests on several complex theoretical premises…In this article she articulates principles for a situated communication pedagogy as a theoretical groundwork for a CID model, discusses initial implication of this framework for CID practice, and articulates the benefits of a situated pedagogy in CID theory and practice.

Farrell, Joseph. (1999) Speaking Across the University: Talk About Teaching. *Almanac,* Vol. 45, No. 17, 1/19/99.

This essay describes the fairly new program at Penn State – S(speaking)A (across) T(the) U(University). Building on an already dynamic Writing Across the Curriculum Program, "SATU adds an important new dimension to this effort, aiming to create what Kathleen Hall Jamieson has called of a "culture of rhetoric, a Penn-a culture characterized by clarity of expression, readiness in response, and vigorous open exchange, in writing and in speech."

Garside, Colleen. (2002, Jan.) Seeing the Forest Through the Trees: A Challenge Facing Communication Across the Curriculum Programs, *Communication Education*, Vol. 52, No. 1, 51-64.

Communication across the curriculum programs designed to increase student communication competence and enhance student learning. Yet, the designs and structures of such programs are inherently problematic when they fail to account for discipline specific communication practices. This essay examines the challenge of maintaining the integrity of multiple disciplines when communication gets taken across the curriculum. Feminist paradigms provide an analytical framework to critique existing CXCP practices regarding needs assessment, instructional materials, and evaluation forms.

Hobgood, Linda. (1998,September) All the Difference: Negotiating the Less Traveled Road to Speaking Competence, *Virginia Association of Communication Arts and Sciences Convention.*

This paper describes the SAC at the University of Richmond including its unique features of leaving student use up to the discretion of the faculty members to recommend or require. " The special challenges created by voluntary participation and the surprising results suggest that this is a viable option in drawing attention to the importance of communication competence across the curriculum."

Jankovich, Jackie L. Powell, Karen Sterkel, (1999) An Implementation Model for CXC Program, *Business Communication Quarterly,* Vol. 60,No. 2, June, 9-19.

"...the College of Business at Colorado State University began implementing a CXC program in 1992. The integrated approach to developing students' communication skills reinforces and expands the skills taught in the fundamental business communication course...For professor whose schools are considering an integrated approach for developing students' communication skills, the following model provides ten steps, as well as inputs and resources needed, for implementing a CXC program."

Morello, John. (2000, Jan.). Comparing Speaking Across the Curriculum and Writing Across the Curriculum Programs. *Communication Education,* Vol. 49, No. 1, 99-113.

Speaking Across the Curriculum programs must articulate the unique philosophical and pedagogical contributions they offer. This essay explores the similarities and differences (mainly) between writing and speaking programs in three areas: the

foundation experience, program objectives, and notions of process. Differences between SAC and WAC are highlighted to "add meaningfully to the theory and pedagogy of the language across-the-curriculum concept."

Morello, John.(1995) The Speaking Intensive Program at Mary Washington College. *A Report Submitted to the Committee on General Education,* August.
This document describes the design of the Speaking Intensive Requirement at Mary Washington College. It is an internal college document that was presented to faculty and administrators at Mary Washington College and describes all basic aspects of the program from the goals and objectives of the requirement to the resources necessary to implement the program.

Morreale, Sherwyn, Shockley-Zalabak, Pamela, and Whitney, Penny. (1993, Jan.) The Center for Excellence in Oral Communication: Integrating Communication Across the Curriculum," *Communication Education,* Vol. 42, No. 1, 10-21.
The Center for Excellence in Oral Communication at the University of Colorado at Colorado Springs, under the auspices of the Communication Department and funded in part by a Title III Strengthening institutions grant, presently is developing of the And testing an integrated communication across the curriculum program. This review of the program includes its development and goals, needs assessment strategy, theoretical paradigm, program structure, and individualized assistance and course offerings. The review concludes with a discussion process used to evaluate the across-the-curriculum effort.

Morreale, Sherwyn P. (1997) Communication Across the Curriculum and in Undergraduate Education: Debated and Clarified. Spectra, April.
This paper presents the two Policy Platform Statements approved by SCA's Legislative Council at the 1996 convention. These two statements taken together "can be used by faculty and administrators to support and inform the appropriate inclusion of communication in the undergraduate curriculum...If appropriately implemented as SCA is suggesting, CXC can serve the discipline and our students in a way that honors the field of communication."

Neher, William. (1997, September) Communication-Across-the-Curriculum at Butler University, *Indiana Speech Communication Association Convention,* Indianapolis.
This paper describes the three year phase-in of the Communication-Across-the -Curriculum at Butler. The Department of Communication Studies, supported by a grant from the Lilly Foundation, is instituting this CXC program "to encourage Indiana students to persist to graduation in the University." The paper describes the stages of development from beginnings to up and running at full potential.

Neher, William. (1998) Cost Determination for a Communication Across the Curriculum Program, *National Communication Association Convention,* New York.
"Departments considering developing a CXC program usually find that determining costs and proposing budgets are essential in building administrative and institutional support. The costs of such a program may differ depending upon the size or intended services of the CXC program adopted by the department, the

involvement of student or peer tutors, and the equipping or housing for facilities such as a speakers' lab or tutoring center. The philosophy behind the program (whether it is based on a so-called "consulting model" or "training model") can have significant impact on these decisions as well."

Palmerton, Patricia. (1990,March) Speaking Across the Curriculum: The Hamline Experience. *Conference for College Composition and Communication,* Chicago, IL..

"The SAC program at Hamline, then, is based upon similar principles as those of many WAC programs: a focus on process as opposed to product, an emphasis upon practice and analysis, the expectation that oral communication activities will be central to the learning objectives of course content. That is, oral communication activities are not just an additional extra thing that one adds on to an already existing course."

Palmerton, Patricia. (1988) Speaking Across the Curriculum: Threat, Opportunity, or Both? *Speech Communication Association Convention,* New Orleans, LA.

"I have two purposes in this paper. First, I will highlight important distinctions between speech courses and speaking across the curriculum courses that are taught by faculty in other disciplines. Second, I will argue that the benefits of speaking across the curriculum outweigh the potential harm to our field if we carefully address those factors which are cause for concern."

Palmerton, Patricia. (1989) (with Baker, Deborah and Aune, Kelly) Speaking Across the Curriculum: University of Hawaii-Manoa, *A Preliminary Planning Report Submitted to the Dean of Arts and Sciences,* Jan.

This is a preliminary planning document which could be used by faculty at a particular institution as a starting point to design and implement a SAC program which would reflect the priorities and educational mission of that institution. The structure of the document includes: identified need, goals, and preferred outcomes, program structure, institutional and administrative structure, feasibility, implementation, and ramifications beyond University of Hawaii-Manoa.

Palmerton, Patricia. (1989), Talking, Writing, Learning, *Speech Communication Association Convention,* San Francisco, CA.

"In this paper, I would like to bring attention to two areas of knowledge that I think are valuable for teachers of speech and composition. First, I will discuss the theoretical literature which has had an impact on the teaching of composition and which has evolved into Language Across the Curriculum approach to education. This body of work focuses upon interaction of language and learning. Second, I will point out some omissions of this literature, specifically the failure to acknowledge and account for the interactive processes that are inevitably engaged when language is used orally."

Palmerton, Patricia. (1992), Teaching Skills or Teaching Thinking? *The Journal of Applied Communication Research,* August, 335-341.

"By teaching about communication, we are teaching students the fundamental processes of discovery, of grasping how one discovers, of empowering oneself to discover, and of internalizing knowledge."

Palmerton, Patricia, and Bonilla, James Francisco. (1999). Using Faculty and Student Focus Groups to Address Issues of Race, Ethnicity, & Gender in the Classroom: Implications for Oral Communication Across the Curriculum. *Western States Communication Association Convention,* British Columbia.

"Oral communication across the curriculum programs demand that students be visibly engaged in negotiating meaning. This increases the vulnerability of all, student and faculty alike. The likelihood of misinterpretation of those functioning within the dominant system has the potential of increasing stereotyping unless the characteristics of those meaning systems are explicitly addressed. One of the very real dangers of oral communication across the curriculum implemented without attention to cultural variables is that the dominant system will be used as the standard by which to judge all. Competent communication is not such a simple thing."

Robert, Charles V. and Ecroyd, Donald .(1982) Establishing an Institution-Wide Program for Teaching Communication in the Content Area Courses. *Speech Communication Association Convention,* Louisville, KY.

This paper describes the inception of the Speaking Across the Curriculum program at Central College. Paper has the following sections: The Program, Permanence and Change, Evaluation, and Generalizations. The paper includes sample skills coding sheet, sample objectives of skills, sample departmental endorsement procedure, and criteria for oral communication skills courses.

Roberts, Charles V.(1983) Speaking and Listening Education Across the Curriculum (at Central College, Pella, IA.),*Improving Speaking and Listening Skills: New Directions for College Learning Assistance,* No. 12, Ed. R.B. Rubin. San Francisco, CA: Jossey-Bass.

This paper describes the communication skills program currently in place at Central College in Pella, Iowa, and suggests how this successful program can be implemented at other institutions. Sections of the paper deal with training the faculty, skills courses, in-house consulting, the skills center, and such co-curricular concerns as motivational aspects, tracking student progress, tracking program progress, and last, generalizability.

Rosso, Louis. (1991) Speech Communication Across the Curriculum: The Winthrop College Approach, *The Carolinas Speech Communication Annual,* Vol. VII, 46-49.

"In 1987 a committee was formed to explore the feasibility of instituting an oral communication requirement patterned after the intensive writing requirement...the committee developed the criteria by which intensive oral communication courses could be identified, the committee determined the set of requirements which must be developed and included for each oral presentation in the course and submitted with a course proposal, and the Department of Speech Communication developed a

three hour workshop for faculty interested in teaching oral communication components in their courses. Providing sample materials such as outlines of informative and persuasive speeches, assessment instruments, and videotaped observations of student performances."

Scott, Maria. (1999) Inventing the Wheel: Implementing Speaking-Intensive Programs Across the Curriculum. ***National Communication Association Convention,*** **Chicago..**

This candid discussion of the lessons learned in the last eight years at Randolph-Macon College with the SAC is organized into a series of DO's and DON'T's. The paper encourages good clear communication among faculty and administrators as well as within the SAC classrooms.

Sheckels, Theodore. (1991), The Role of Speaking Across the Curriculum on De-Marginalizing the Speech Communication Discipline, ***Speech Communication Convention.***

"The SAC program in general and the SAC workshop in particular are ideal opportunity to inform faculty outside of speech communication about what the field does beyond teaching delivery skills. If this work, which is unfortunately too often invisible, becomes visible, then the stock of speech communication as a discipline rises significantly."

Sheckels, Theodore. (1997), Speaking Across the Curriculum: Its History and Its Problems, ***Third National Writing Across the Curriculum Conference.***

"I will...sketch the three basic shapes speaking across the curriculum has taken over the past fifteen years, noting the particular problems each conceptualization has experienced, and second, to note the more general problems SAC has encountered-problems which have limited the movement's growth to under a hundred schools."

Sheckels, Theodore. (1994), Speaking Across the Curriculum: Its Progress, Its Problems, ***Conference on College Composition, and Communication.***

This paper quickly reviews the history and shapes of SAC and then focuses on the controversy stirred up by SCA's *Oral Communication in the Undergraduate Curriculum,* which implicitly condemned many SAC efforts.

Steinfatt, Thomas M. (1986) Communication Across the Curriculum , ***Communication Quarterly,*** **Vol. 34,No. 4, Fall, 460-470.**

The literature of writing across the curriculum is discussed and compared with the concept of communication across the curriculum. An existing program of communication across the curriculum is outlined, and computer software and one communication module created for this program are discussed. Excellent background article for the entire movement. Characteristics of a successful oral intensive course are described.

Tapper, Joanna and Gruba, Paul.(2000) Using a 'Conference Model' to Teach Communication Skills in a Communication Across the Curriculum Program. ***Language and Learning Across the Curriculum,*** **Vol. 4, No.1,May.**

The authors discuss their comparatively small CXC program at a large Australian

research university which faces a number of challenges. In their drive to foster communication skills across the curriculum, they have found that a major course project which involves students in the organization and execution of a public conference is an effective way to achieve the project's aims. In this paper, they give both theoretical and practical explanations of why they developed the 'Conference Model'. Then they present the Model's main features and describe two major applications. The paper concludes with a brief evaluation of the Model's application so far, which may be useful to other practitioners who are working in the areas of language and learning across the disciplines.

Tomlinson, Stephanie D. (1999), Communication Across the Curriculum: Status of the Movement and Recommendations, *Unpublished Master's Project from the Univ. of Washington,* Seattle, 71 p.

This paper is an excellent, detailed, and well-supported discussion of the communication across the curriculum movement. In accomplishing its goals, the paper includes a descriptive review which includes four sections: a. rationales for CXC programs, b. CXC program descriptions, c. assessment of CXC programs, and d. discussions and debates surrounding the CXC movement. This paper draws upon published and unpublished literature as well as interviews with past and current CXC program developers and directors. This thesis included an extensive bibliography and several appendices comparing CXC programs at various schools.

Weiss, Robert O. (1988, August) A Program for Speaking and Listening Across Disciplines, *Bulletin for Association for Communication Administration,* Issue #65, pp. 79-84.

This paper is a description of a fully developed program of speaking and listening across disciplines which has been implemented at DePauw University. "The central factor in the program was to establish, in two of the three schools of the university, a graduation requirement that mandates that each student shall demonstrate his or her speaking and listening competence in one or more Speaking Intensive Courses offered in most departments."

Weiss, Robert O. (1988, November), Start-Up Strategies for Speaking and Listening Across Disciplines, *Speech Communication Association Convention.*

The purpose of this report is to describe procedures which have been used in the early stages of introducing program of speaking and listening across the disciplines (SALAD) in higher education institutions in the United States. It is based primarily upon descriptive materials provided by individuals who were directly involved in the inauguration of such programs.

Weiss, Robert O. (1998), Sustaining Speaking Across the Curriculum Programs, *National Communication Association,* New York.

This paper provides a retrospect of the eight institutions which were chronicled ten years earlier in "Start Up Strategies for Speaking and Listening Across Disciplines" which discusses and explains what caused these eight programs to become either diminished or eliminated entirely. This is a discussion of pitfalls to avoid in the maintenance of the SAC program.

IV. SPEAKING/COMMUNICATION CENTERS

Burnette, Ann. (1997) Southwest Texas State University Center for Communication Excellence Materials, *National Communication Association Convention,* Chicago, IL.

Contents: Communication Lab 1997 (a handout for students in the Dept. of Sp. Comm.) Communication Lab Services (a survey passed out to Speech Comm. Faculty to determine needed services, job responsibilities for the comm. lab. instructors (info. from training manual), guidelines for a lab appointment (step by step guide explaining how lab instructors should conduct appts. With students) feedback (an explanation of the purpose and characteristics of constructive feedback), and giving feedback to students.

Buske-Zainal, Patricia (with Gurien, Robin) (1999, November) Dialectical Tensions of Running a Speaking Center at a College without a Required Communication Course, *National Communication Association Convention,* Chicago, IL.

This paper addressed the following dialectical tensions: the tension between providing students with evaluation versus providing them with feedback, the tension between quality of feedback versus the quantity of feedback, and the tension between hiring consultants trained according to the NCA speaking competencies versus hiring consultants who are not trained in this manner. These observations occurred at the speech lab at Mary Washington College, Fredericksburg, VA.

Eaves, Michael H. (2002) Reconciling Debate and IE Demands in the Forensics Lab on Campus, *National Communication Association Convention,* New Orleans, LA.

"This essay focuses on the challenge faced by running both an IE and debate program by one director. Moreover, the challenges mentioned herein refer to mostly the context of the communication lab and how the difficulties arise about priority and time allocation for student preparation. The debate lab, as it is currently listed in the VSU catalog, is the communication lab course offered for students who wish to hone their skills in individual events and debate.....The essay explored the challenges I face when teaching this lab at my campus."

Flores, Norma Landa (1997, November), How Golden West College Is Addressing Pedagogical, Assessment, and Accountability Concerns Through Integrated Spoken Communication Labs, *National Communication Association Convention,* Chicago, IL.

This presentation will describe how results of the Golden West College Speech Dept.'s program review led to the alignment of performance-based communication requisite and outcome expectations for: (1) student placement recommendation (2) consistency of course curriculum and sequencing, and (3) measures of content-based competencies, and (4) measures of performance-based criteria in order to more effectively and efficiently assess multicultural students' communication competency skills."

Ganschow, Jackie. (1997, November), A Dialogue: Blueprints for Communication Labs that Address Pedagogical, Assessment, and Accountability Concerns, *National Communication Association Convention,* Chicago, IL.

Contents include: lab equipment list w/costs, communications lab objective statement, education outcomes addressed in the Comm. Lab, Comm. Lab. self-evaluation, self evaluation outcomes, Comm. Lab student evaluation form. as used at Del Mar College in Corpus Christi, TX.

Grice, George with Cronin, Michael, (1992, April) The Comprehensive Speech Communication Laboratory: We Have Ways of Making You Talk, *Southern States Communication Association,* San Antonio, TX.

Radford University has implemented a comprehensive communication laboratory, administered through the Oral Communication Program, as part of its oral communication across the curriculum emphasis. By combining the use of computerized interactive video instruction, and peer tutoring, the OCP is able to offer quality, convenient, and cost-effective oral communication instruction, practice, and evaluation for students throughout the university.

Gunn, Amanda. (2001, April), Speaking Across the Curriculum at UNCG, *'Vision at the Center"* Annual Communication Director's Conference, Butler University, Indianapolis, IN.

This report described the SAC program at Univ. of North Carolina at Greensboro. Handouts and training materials were included.

Hobgood, Linda (1999, November), Establishing a Communication Lab or Speaking Center, *National Communication Association Convention,* Chicago, IL.

This presentation includes guidelines for launching the lab operation, faculty development, working with student personnel. The lab at the University of Richmond prototype is described and the wisdom is as concise as it is pithy.

Hobgood, Linda (2002, Dec.), The Pursuit of Speaking Proficiency: A Voluntary Approach, *Communication Education,* Vol. 49, No. 4, pp. 339-351.

Response to calls for greater attention to oral proficiency at the undergraduate level has most commonly taken the form of a required course in communication skills or across the curriculum communication component. The latter often includes required visits to a campus facility variously known as a communication lab or speaking center. At one undergraduate university, an alternative approach has been tried. Its centerpiece is a facility known as the Speech Center, which serves the entire university community. Use of the center is based entirely on voluntary participation by faculty and staff. After three years of operation and more than 2, 500 visits by students, faculty, and administrators, method and operating procedures for this alternative are reviewed.

Hobgood, Linda (2002) Speaking of Pie: Formal Debate Outside the Communication Field – The Speech Center Assists. *National Communication Association Convention,* New Orleans, LA.

This paper describes how the discussion of debate across the curriculum and the Speaking Center at the University of Richmond converged when a biology professor asked the Speaking Center to help with classroom debate in biology. The paper describes the results.

Johnson, Edgar D. (2002) Using the Speaking Lab to Integrate Forensics Participation and Communication Arts Departmental Missions, *National Communication Association Convention,* New Orleans, LA.

"This essay describes a plan to create a communication lab facility and peer- tutoring program that will serve the Georgetown College General Education Curriculum and the Communication Arts Department core curriculum. The program will also be aligned to instruction in core courses in that curriculum, and benchmarked against disciplinary "best practices" and the NCA's communication competencies. Individual peer-tutoring sessions, tutor training, video recording and playback service, and several types of assessment activities will be a part of the communication lab's routine offerings. The communication lab will also serve the Georgetown College Forensics Team, by providing practice facilities, aiding in; recruiting team members, providing more advanced training opportunities in competitive, public, and interpersonal communication, and to bringing the academic benefits of a tutoring program to the department's majors and minors."

Miller, Pamela C. (1997, November) The Mission of the Speaking/Listening Center at DePauw University, *Indiana State Speech Communication Convention* and the *National Communication Association Convention,* Chicago, IL.

This paper is a brief description of the many different facets of the S/L Lab which supports the SAC program at DePauw University. A variety of different uses are noted as well as various ways to publicize the services and contributions.

Miskelly, Susan J. (2002) Using Forensic Coaching Skills in the Communication Laboratory Setting, *National Communication Association Convention,* New Orleans, LA.

"Many colleges and universities today are developing communication laboratories to provide academic to students with communication assignments. This theoretical essay addresses the parallels between forensic coaching and work in the communication laboratory t argues the skills honed in intercollegiate programs should be capitalized upon in the communication laboratory. Specific recommendations are given for use of coaching skills by the peer tutor."

Morello, John (2001, April) Workshop I: Institutional Stories and the Development of a Speaking Center, *'Excellence at the Center' Conference,* Richmond, VA.

From an administrator and advocate of CXC this well articulated document explains the goals, characteristics of speaking intensive courses across the curriculum, a sample proposal for SI course, and several layouts of stages of the Mary Washington Speaking Center.

Morello, John (1997) Handbook for Speaking Center Consultants, *Prepared for the Speaking-Intensive Program at Mary Washington College,* Fredericksburg, VA.

This clear, well organized manual for speaking tutors or consultants includes a discussion of ethics, guidelines for giving effective feedback and consulting with oral presentations, panel presentations, debate presentation. This workbook includes the important forms used in consulting activities and even the contribution of an ex-consultant on "Doing Kool Stuff on the Mac".

Morreale, Sherwyn and Hackman, Michael. (1994) A Communication Competency Approach to Public Speaking Instruction. *Journal of Instructional Psychology,* Sept. Vol. 21, Issue 3, 250.

Course Description: The primary goal of the Speech and Thought Curriculum is to develop the oral communication competency of students by focusing on the cognitive, behavioral, affective, and ethical domains of communication and public speaking.

Rowland, Rick, Rhea, David, and Sabato, Jenny, (2000, Nov.), The Speech Communication Laboratory: A national Study of Speech Laboratories for the Basic Speech Course in American Colleges and Universities, *National Communication Association Annual Convention,* Seattle, WA.

In the fall of 1998, Pepperdine University was considering the implementation of a speech laboratory for students in the basic public speaking course and other campus students who might desire to use the laboratory for formal oral reports or speeches they had to present in any of their other class settings. The goal was to gain support for such laboratories, voluntary and/or required, and to discover the most effective method for conducting a speech laboratory. The results of this study did ultimately assist the approval of a speech laboratory in Pepperdine during the 1999-00 school year on an optional basis by instructors in the basic course starting fall of 2000 at the Malibu, California campus. A survey was distributed and the results analyzed. The results offers valuable insight and support for the benefits of the proposed speech lab.

Sandin, Paul J. (1997) Launching the Speakers Lab at Butler University, *National Communication Association Convention,* Chicago, IL.

This paper narrates the progress of Butler's Speakers Lab in accomplishing six mandates:1. Develop the physical plant within the Speech Communication area, 2. Determine the equipment needs for the lab, 3. Establish a protocol for the operation of the lab. 4. Recruit and train peer tutors, 5. Provide ongoing supervision of peer tutors and, 6. Act as liaison between the tutors and faculty in order to facilitate clear and open communication among them from Fall 1996-1997.

Von Till, Beth, (2002). Tutor Handbook for the Communication Studies Lab and Resource Center, San Jose State University, *'Vision at the Center' Annual Conference* at Butler University, Indianapolis, IN.

This very comprehensive tutor handbook is especially useful for the communication lab at an urban school. Its procedures are clearly described and cover every imaginable situation. This tutor handbook also gives the reader a good idea of resources that would be useful in a communication lab.

Yook, Eunkyong Lee. (2002) Guidelines for Oral Communication Across the Curriculum Peer Tutor Training and A Case Study Using Technology for Peer Tutor Training, *Publication of Mary Washington College.*

This paper discusses how consultants are trained at Mary Washington College.

V. FACULTY DEVELOPMENT

Cronin, Michael W. and Grice, George L. (1993) A Comparative Analysis of Training Models Versus Consulting/Training Models for Implementing Oral Communication Across the Curriculum, *Communication Education,* Vol. 42, January.

"Many non-speech faculty participants in OCXC programs lack sufficient academic instruction to design, implement, and evaluate oral communication activities effectively....OCXC programs have attempted to ameliorate this problem by providing training programs or consulting/training (CONTRA) programs for non-speech faculty. This article describes the training and the CONTRA models, examines their advantages and disadvantages, and discusses preliminary assessments of each."

Miller, Pamela C. (1999), "'Speaking Intensive' as Implemented in Courses Other than Communication in DePauw University's Speaking Across the Curriculum Program," *National Communication Association Convention,* Chicago, IL.

This paper discusses a wide variety of applications of "speaking intensive" to courses in a variety of areas: science, social sciences, language arts, fine arts, technology, and philosophy. After discussing the diversity of assignments, the paper ends by noting some similarities found across the curriculum which naturally emerged.

Palmerton, Patricia , (with Bushyhead, Yvonne) (1994, April), "It's Not Getting at 'Real'": Exploring Alternative Approaches to Critical Thinking", *Central States Communication Association Convention,* Oklahoma City, OK.

"We recognize that questioning traditional Western methods of critical thinking is a two edged sword. Critical analyses and systematic thinking have developed as ways to attempt to be able to determine what can be seen as legitimate, to identify distortion, to determine what is manipulation, and to give us a way to increase our ability to make right, ethical, and moral decisions based on the best assessments we can make of how the world is configured....We believe however, that our tendency to refuse to acknowledge as existent evidence that does not conform to our systems of thinking has resulted in our inability to evaluate other forms of thinking that are important, that are effective, and that are powerful."

Palmerton, Patricia, (with Bonilla, James Francisco), (1999,February), Using Faculty and Student Focus Groups to Address Issues of Race, Ethnicity, & Gender in the Classroom: Implications for Oral Communication Across the Curriculum, *Western States Communication Association Convention,* British Columbia.

"Oral communication across the curriculum programs demand that students be

visibly engaged in negotiating meaning. This increases the vulnerability of all, student and faculty alike. The likelihood of misinterpretation of those functioning within the dominant system has the potential of increasing stereotyping unless the characteristics of those meaning systems are explicitly addressed. One of the very real dangers of oral communication across the curriculum programs implemented without attention to cultural variables is that the dominant system will be used as the standard by which to judge all. Competent communication is not such a simple thing."

Roberts, Charles Vernue. (1988) Teaching Colleagues in all Disciplines to Teach Communication in all Courses: Another Use Functional Use of the Liberal Arts Curriculum. ***National Conference on Coherence in The Liberal Arts Curriculum,*** **Denton, TX..**

This paper discusses the pedagogical alternative "to teach professors in all disciplines how to help student better their oral competencies within the framework of regular courses, regardless of discipline." "The across-the-curriculum treatment (ACT) approaches skill development from a perspective different from other programs.

Weiss, Robert O. (1989, August), The Classroom as Public Space," ***American Forensic Association/Speech Communication Association Conference on Argumentation,*** **Alta, UT.**

"Philosophical objections may be raised and practical limitations may persist, but the classroom is not absolutely and necessarily excluded from the public sphere, and the implementation of its public function may be a worthy goal for all educators, including those in forensics and communication."

Weiss, Robert O. (1990, March), Conference Maketh a Ready Person: A Preliminary Study, ***Conference on College Composition and Communication,*** **Chicago, IL.**

"In this exploratory study, two oral group discussions and fourteen written papers were examined to discover discourse features which would reflect an intellectual grasp of subject matter through the "readiness" of students to express and adapt their knowledge appropriately." These two groups were compared on the basis of six discourse features: synthesis, linking, discovering contradictions, suggesting qualifications, internalizing, and tentativeness."

Weiss, Robert O. (1987, November), Discourse Fields Across the Curriculum, ***Speech Communication Association Convention,*** **Boston, MA.**

"Primarily, we wanted to know whether professors we interviewed felt that their overt objectives might include helping their students to 'talk like an economist' or 'like a philosopher' or ' like a scientist,' What did they see, if anything, as the special rhetorical characteristics of their disciplines? Are there indeed, many 'discourse fields' which must be taken into account when we choose to incorporate speaking and listening elements throughout the curriculum?"

Weiss, Robert O. (1990, November), The Faculty Development Component of Speaking Across the Curriculum, *Speech Communication Association Convention,* Chicago, IL.

This paper describes some of the features which frequently characterize faculty development in SAC programs. The content needed in a faculty development workshop is described including among other areas: assignment options, student reports, class discussions, the social dimension of the classroom, assessment and evaluation, listening, etc. The importance of a follow-up to the faculty workshop is strongly suggested.

Weiss, Robert O. (1986), Teaching Colleagues in Other Disciplines to Assess Communication Competency, *Speech Communication Association Convention,* Chicago, IL.

A workshop approach to faculty development seems to us to provide an appropriate method for teaching professors to evaluate and assess oral communication across the college or university curriculum. Such a workshop should include an orientation to important issues concerning communication, provide adequate assignment options and assessment instruments, and allow for the sharing of experience to generate a broader perspective on communication processes and standards.

Weiss, Robert O. (1995, November), What is the Nature of Effective Classroom Participation? Evaluating Class Discussion, *Speech Communication Association Convention,* San Antonio, TX.

This paper presents a helpful discussion about aims of classroom discussions types of student contributions, ways of scoring or noting differing qualities of student participation and suggestions for improving student engagement in the learning process.

VI. SPEAKING ACROSS THE CURRICULUM
(Specific applications in a variety of disciplines)

Anderson, Rodney P. (2001, January), Team Disease Presentation: A Cooperative Learning Activity For Large Classrooms, *The American Biology Teacher,* 63, No. 1, Jan. 40-44.

"This paper describes a cooperative learning project that taps into the energy, enthusiasm, and creativity of the students in the classroom to present information to the class about a disease and its relevance to individuals and to our society as a whole. Presentations were scheduled at the start of each lecture period and lasted 5-7 minutes. In this way each lecture began with a high energy, creative presentation."

Bean, J. (1996). *Engaging Ideas.* San Francisco: Ca., Jossey-Bass.

Although the ideas in this book are ostensibly addressed to faculty working with writing across the curriculum, the same ideas, with minor modification, will work for speaking across the curriculum. Many valuable ideas for active learning in the classroom. The emphasis on developing critical thinking is valuable. This book is very practical

Coppola, Brian P. and Daniels, Douglas S. (1996) The Role of Written and Verbal Expression in Improving Communication Skills for Students in an Undergraduate Chemistry Program. *Language and Learning Across Disciplines,* Vol. 1, No. 3, August.

"Teaching is analogous to such a performance where naïve learners develop their own abilities to express their knowledge. The processes that underlie preparing for a successful act of expression not only rely on transcription and translation skills, but also the relationship between knowledge of the subject matter and its connection to how understanding can be expressed; that is , a performance resulting in mimetic transfer....By emphasizing the fundamental narrative (storytelling) aspects of science, we have had out best success in demonstrating to new learners that they can, indeed, participate too."

Dannels, Deanna. (2002, July) Communication Across the Curriculum and in the Disciplines: Speaking in Engineering, *Communication Education, Vol. 51, No. 3,* p. 254-268.

This study embraces a communication in the disciplines (CID) theoretical framework and explores meanings associated with speaking competently as an engineer. Using qualitative methodology, Dannels analyzes faculty lectures ACT seeks to meet the needs for specialized training and continued work on skills throughout the academic career of the student. ....All faculty are asked to help all students communicate more effectively in all of the classes they teach. In some classes they might stress one oral competency over another. Certainly different audiences demand that the student develop different styles of communication. But in all courses there is a consistent focus on helping to create a more effective communicator."

Darling, Ann L. and Dannels, Deanna P. Practicing Engineers Talk About the Importance of Talk: A Report on the Role of Oral Communication in the Workplace *Engineering Workplace Talk,*

"In summary, we know oral communication is an important part of engineering practice, we know CXC practitioners and engineering faculty are committed to curricular revision, and we know that this curricular revision should b sensitive to the situated oral genres and skills that exist in engineering industry. Based on the CID framework, this study focuses on gaining a more in-depth understanding of the discipline-specific oral communication genres, skills, purposes, and audiences that characterize the engineering workplace from the perspective of practicing engineers."

Junell, Joseph D. (1986) The Teacher as Teller of Tales. *Curriculum Review.* 1986, 35-37.

This article discusses using conflict to evoke emotions in students to therefore make them interested in asking questions and becoming engaged in the history classroom.

Knox, John A. (1997) Reform of the College Science Lecture Through Storytelling, *Journal of College Science Teaching,* 26, No. 6, May, 388-393.

After discussing some of the critiques of the "lecture" format in most science classrooms, the author contends "one possible means of innovating college

science education is to reform the traditional lecture through the systematic introduction of *storytelling* as a way of teaching the core material in college science courses" . He then addresses "what is a story?, why use storytelling as an educational device?, how might storytelling differ from the traditional lecture? And how can individual stories be molded into a coherent course-long lesson plan?."

Nilsson, Melanie (2001), Student-Taught Review Sessions: Fostering Communication Skills and Reinforcing Concepts, *Journal of Chemical Education,* 78, No. 5, May, 628.

"Student-taught review sessions provide an ideal forum for students to practice giving an oral presentation to an attentive audience. The concepts are reinforced by the student presentation both for the individual giving the presentation and for the class as a whole. The timing of the review exercise permits postponement of presentation of new material until after the exam while providing an valuable exercise in oral skills before the exam. Student-taught review sessions could be implemented in virtually any discipline, in large or small classes, and in a formal lecture class or a recitation section."

Lustig, Harry and Shepherd-Barr, Kirsten, (2002) Science as Theater: From Physics to Biology, Science is Offering Playwrights Innovative Ways of Exploring the Intersections of Science, History, Art, and Modern Life, *American Scientist,* Vol. 90, 550-555.

"According to our best count, more than 20 plays on a scientific theme have opened in a professional production over the last five years, although none has yet matched the *Copenhagen's* popular success. At the very least, science is in vogue on stage as it has never been before. The best of these plays go far beyond using science as an ornament or a plot device. They seriously embrace scientific ideas and grapple with their implications. In an era when traditional dramatic subjects such as dysfunctional families have become tired, playwrights have found the lives and discoveries of real scientists to be full of dramatic possibilities and thought-provoking metaphors."

Parvis, Leo F. (2001) The Importance of Communication and Public-Speaking Skills. *Journal of Environmental Health,* May, vol. 63. Issue 9, 44.

Almost every profession requires public speaking, but ours especially. We need to promote this skill among our colleagues and persuade more environmental health professionals to actively participate in events and gatherings, get acquainted with the idea of participation, be willing to share their thoughts and contribute in any way possible. To enunciate well, perform professionally, and satisfy an audience, one should become familiar with the elements of comm. and use them in one's presentations.

Picou, Armand, Cantrell, Pat, and Barr, Jim. (1998) Suggestions for Producing Teaching Excellence. *Education,* Winter, Vol. 119, No.12, 322.

Methods of encouraging better written and oral communication are also abundant for example, Branch and Newman (85), Newman (889), , and Singer and Holman (90). Of particular interest is Bidwell's (77) method of oral group exams, which prepare students for the heavy oral communication demands of real world business.

Rinehart, J.A. (1999). Turning Theory into Theorizing: Collaborative Learning in a Sociological Theory Course. ***Teaching Sociology.*** **27, (3): 216-232.**

Sanacore, Joseph. (1989) Improving Oral Communication in Social Studies by Focusing on the Audience. ***The Clearing House,*** **62, No. 8 , April, 353-355.**

Effective speakers often have the audience in mind as they organize and articulate ideas. Social Studies teachers should help forge this important link between speaker and listener throughout the school year. Telling students to focus on the audience, however, is not enough for them to improve their oral communication. Students need activities that will help them think specifically about their listeners:

Shaftel, Fannie R. and Shaftel, George (1967). ***Roleplaying in the Curriculum.*** **2nd Edition. Englewood Cliffs, N.J.: Prentice Hall.**

"Role playing is a process for problem solving, critical thinking, and transactual experience and a tool for exploring content areas in the curriculum. ...Role playing techniques are presented along with analysis of curriculum treatment for various content areas as well as materials for working for better interpersonal relations and for moral and ethical development."

Shaw, Victor. (1999) Reading, presentation, and writing skills in content courses. ***College Teaching,*** **47 (4): 153-157.**

"Presentations and oral communications are the most widely used skills in human interactions, yet they are not adequately taught in many courses other than speech classes. Reasons from instructors vary: presentation is not a main objective; it is difficult to schedule speaking in a large class; and it takes up time from lectures and discussion on important subject matters. However, letting students speak on academic topics not only raises their presentation consciousness and skills but also reinforces their mastery of material."

Shaw, Victor N. (2001) Training in Presentation Skills: an Innovation Method for College Instruction. ***Education.*** **122, No. 1, Fall, 140-145.**

In the spirit of active learning, if a speaking student is held accountable for his Or her performance by the audience, he or she would make an effort in researching An issue and presenting his or her research in a clear, informative, and convincing way. If students in the audience are charged with the responsibility to evaluate each presentation, they would listen and respond to the speaker with attention, critical comments, and judgmental decisions. Most important, as students rotate between roles of presenter and evaluator, they will be able to take the instructor's perspective. The specific discipline which uses this approach is the social sciences.

Silberman, Mel. (1996). ***Active Learning: 101 Strategies to Teach Any Subject.*** **Boston, MA.: Allyn and Bacon.**

"We know that students learn best by doing. But how do we promote active learning? This book contains specific, practical strategies that can be used for almost any subject matter." ...Active learning brings together in one source a comprehensive collection of instructional strategies....There are also techniques for

conducting full-class learning and small-group learning, stimulating discussion and debate, practicing skills, prompting questions and even getting the students to teach each other."

Smith, Gary. (1997) Learning to Speak and Speaking to Learn. *College Teaching.* Vol. 45, No. 2, Spring.

Smith talks about the usefulness and practicality of oral communication used in an economics classroom. The paper mentions how we all know about the phenomenon of how we learn best when we must teach the information to others. He also makes helpful suggestions of characteristics of an oral intensive class in whatever discipline.

Storytelling Across the Curriculum. (2002)
http://www.storyarts.org/lesson*plansacrossthe curriculum.*

VII. ASSESSMENT ISSUES

Cronin, Michael. (1993), Empirical Measures of Learning Outcomes from Oral Communication Across the Curriculum. *Speech Communication Association Convention,* Miami, FL.

This paper first discusses briefly various approaches to assess outcomes of OCXC programs such as anecdotal/student self report, communication competence assessment instrument, personal report of communication apprehension, the communication behaviors instrument, and the competent speaker: a standardized speech evaluation form. " This paper provides a brief review of the quasi-experimental and experimental studies of learning outcomes associated with OCXC activities at Radford University. Each of the completed studies has been reported in detail elsewhere."

Neher, William W., (1997, November), Problems and Solutions in Assessment in a Speaking-Across-the-Curriculum Program, *National Communication Association Convention,* Chicago, IL.

This paper describes "Meaningful Measurement" as an assessment tool to measure student development from speech to speech. "The outreach staff in CXC works with other faculty to develop instruments useful for their class assignments since effective measurement depends upon the specification of the knowledge and skills to be mastered by the student."

Neher, William W., (1997), Meaningful Measurement at Butler University, *Indiana State Speech Association Convention,* Indianapolis, IN.

"Meaningful Measurement is based on a 'Rasch Analysis' to create a measuring instrument which allows us to compare speakers across time and classes regardless of the persons doing the ratings of the speakers. Consequently we can observe real change and improvement (or lack thereof) in an objective fashion. Without the use of this type of instrument, ratings of performances tend to be quite subjective and lacking in the precision necessary to allow us to compare ratings from one class to the next, or from one year to the next. In Meaningful

Measurement, ratings are entered into a computer program that calibrates the ratings with all others in the database, providing a true benchmark for meaningful comparisons. These ratings can be done by trained professionals as well as students, because the program adjusts for individual differences in emphasis and severity."

Palmerton, Patricia, (1996, July), What are Our Graduates Doing and How Well Are They Prepared for the Careers They Enter? ***Speech Communication Association Summer Conference: Graduate Education in Communication,*** **Washington, D.C.**

"Graduate schools should be educating people to be "True Scholars", but not in the narrow sense that has traditionally defined as scholarship. 1). T.S. enact the belief that value is working with others in pursuit of knowledge. 2) Scholarship is excitement over discovery, 3) coming to understand and delight in creating something that is even more intricate because of the possible connectedness of ideas, 4) empowering others to discover their own potential, 5) a joy and a value upon the growth of mind

Palmerton, Patricia, (1994, November) Preparing the Future Professoriate for Different Educational Contexts: How Useful and Realistic is Current Graduate Education? ***Speech Communication Association Convention,*** **New Orleans, LA.**

"At the liberal arts institution, faculty members must be prepared to deal with fundamental questions about who we are as a discipline, & with institutional attitudes and policies that influence how we come to be defined. In addition, faculty members must be prepared to participate as a member of a community of scholars who take as their primary mission helping students discover what scholarship means."

Roberts, Charles V. A() Report of a Three Year Program in Teaching Communication Skills Across the Curriculum. ***Speech Communication Convention.***

This paper, after it describes briefly the CSAC program at Central College, Pella, IA, presents some interesting information on assessment procedures. "Internal monitoring an control of the program is the task of the "Communication Skills Committee"....Through use of interviews and observations, , the CSC monitors the progress of the program and governs the day to day decision-making.....They assess the impact of the program on both the minds and behaviors of the students by statistically rigorous surveys and "before-after" analysis of communication variables. An intensive three year study, based on interviews with the same group of students over the course of their college career, revealed that fully 74% of the students notices a significant increase in their skills which they attributed to the skills program at Central. 92% of the students indicated either a moderate or intense desire to continue to better their skills."

Rowland, Rick (with Rhea, David and Sabato, Jenny), (1999) International Survey Investigating Speech Laboratories for the Basic Public Speaking Course, ***Communication Division at Pepperdine University,*** **Malibu, CA.**

This paper was the results of a survey assessing various aspects of speech labs used

with students in the basic speech course at Pepperdine University. The format was to state the item measured and then to give the statistical results. More background on the study would have made it more helpful.

Rubin, Rebecca,(1985, June), The Validity of the Communication Competency Assessment Instrument, *Communication Monographs, Vol.52,* pp.173-185.

"This study reports validity information on one measure of communication competence, the Communication competency Assessment Instrument (CCAI)....This study, in confirming operational validity, found that self-reported measures correlated only slightly with observations of students' actual behaviors, while holistic impressions of competence were wholly consistent with the CCAI ratings."

Rubin, Rebecca B (with Graham, Elizabeth, and Mignerey, James T.) (1990, Jan.) A Longitudinal Study of Students' Communication Competence, *Communication Monographs, Vol .39, pp. 1-13.*

"This research examines the development of communication competence in college students and how communication factors are related to college success. College students' communication competence was assessed yearly for four years. Results suggested that communication competence decreased significantly during the sophomore year, but then increased the junior and senior years while communication apprehension and interaction involvement scores remained steady....Also, communication apprehension, communication courses, and extracurricular communication experiences were the best predictors of college success."

Rubin, Rebecca B. (with Graham, Elizabeth), (1988), Communication Correlates of College Success: An Exploratory Investigation, *Communication Education, Vol 37.*

"This paper reports the results of a two-year study of college students' communication competence is linked to success in college, that high school communication experience is related to higher GPA's and higher communication competence ratings, and that communication apprehension is related to perceptions of communication competence. Implications of these results are discussed vis a vis current theories of communication competence and research directions are identified."

University of Alaska, Southeast. Speech Communication Assessment at U.A. S. A Faculty Guide.

As instructors and advisors, we have our important role to play in helping our students develop speaking skills. This guide will acquaint you with speaking assessment and speaking across the curriculum efforts at U. A.S.

Weiss, Robert O. (1993, November), Speaking Across the Curriculum as an Alternative Assessment Procedure, *Speech Communication Association Convention,* Miami Beach, FL.

Here we will explore how institutions might take advantage of "across-the curriculum" programs, and more specifically speaking across the curriculum programs, as one possible setting for institutional assessment.

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Signature: Pamela C Miller	Printed Name/Position/Title: Pamela C. Miller, Ph.D
Organization/Address: Rahall Comm. Center, Eckerd College, St. Petersburg, FL 33711	Telephone: 727 864 7569 FAX:
	E-Mail Address: millerpc@eckerd.edu Date: 5-24-03